Interview [P2]

P = Participant at case study institution

The following conventions are used in transcription of spoken interviews:

[replacement information in square brackets]

[redacted information in grey in square brackets]

[?] = unintelligible missing word(s); immediately following word = unclear[?]

[#] = redacted numerical information

CAPITALS to signify emphasis in speaking

((Extraneous information in double brackets))

Researcher

Uh, I'm. I'm really excited to speak to you because I wanted to talk to someone on the [governance body] or the university [governance body], so um that's great. I'm happy that you accepted this invitation, so I was wondering if you could tell me something about your role on the [governance body]. Um also I think, are you the [position] of the [name of committee] as well?

[P2]

I am, I am.

Researcher

Yeah. So could you tell me something about your role? Uh, what what it is you DO, for example, in in those positions um?

[P2]

Yeah, certainly, I'm, I'm, I KNOW the university system in the UK is a little bit different or in the Anglo countries in general is a little bit different to ours. So I don't think you have a university [governance body] in the way we do here in Austria. I think the best way to describe the university [governance body] is to say it's a sort of a [redacted identifying information]. So our we are, we have a triangular of of gov- governing parties in the university. We have the the rector, which is uh president and provost and everything in in one person, right. So that's the rector with HIS team, then we have the senate, the senate is the the the delegates of the professors and and also a few students who are responsible for the curricula and for the, uh, organization of teaching, basically. And then you have the university [governance body], [redacted identifying information], we have [#] members in in [case study university], which is the maximum.

[Redacted identifying information on position and governance body.]

Researcher

Right. So um out of curiosity, sorry, you mentioned that [#] staff members were from GERMAN universities. And when I look at the UNIDATA database for the BMBWF, you know they have this data, und um I notice that there are a HUGE amount of appointments of academic staff from GERMAN universities at the [case study university]. And you also mentioned that [#] of [redacted identifying information] were from German universities. And it was interesting also in the UNIDATA-

[P2]

[Redacted identifying information]

Researcher

Right. So and in the UNIDATA database also it lists Germany separately to the rest of the EU, right? So it's almost like it has a special classification in in the collation of data. Um so I was wondering, you know, is this a a conscious kind of strategy to maintain a strong relations with Germany or is it something that is that just has evolved in this way through through close connections over time?

[P2]

An interesting question I I trust this interview’s amongst us and will not, no part of that interview will be published.

((Note that P2 subsequently completed the participant consent form in agreement of a deposited transcript with removal of identifying information.))

Just just to say that right, otherwise I would have to think HOW I say things, but I'm, I'm just talking very openly. No, the the interesting thing and I'm laughing when you when you asked it because in university, SOME of the university staff and students especially the non tenured professors, they speak of the Germanization and we only appoint Germans and blah blah blah and this is bad, right?

Researcher

OK.

[P2]

The REAL the REAL reason is I think is uh, there's as as always as there's a number of reasons, it's not uh monocausal, but first we have with Germany, Switzerland and Austria have the German speaking countries. So countries where you speak the same LANGUAGE and having the same language is uh is is quite IMPORTANT, and so we form a, let's say, a common cultural region and and nobody wants to have the governing bodies having their discussions in foreign language. So it's very hard to appoint someone who does not speak German into that body because he would need translation and all that. It's different in international companies where you, where that's basically a common practice but it it's it's NOT in university. So uh, I think everyone is trying to get uh German speakers IN, it could be NON native speakers, but you have to have a proficiency in German to follow the discussions and read the papers. So there is only German in Switzerland and Austria, basically which have the possibility.

Second, Germany is nearly exactly 10 times the size of Austria by population right it's 80 million to 8 million people, or 9 million, we are 9 million now, and there's a quite some interchange of of academic personnel, but also of STUDENTS between the two countries. Germany has the numerus clausus and I don't know if you are if you're aware of that; Austria doesn't. So for example, many students who are NOT accepted in the universities in Germany try to get a seat on a Austrian university, which is quite open. So we have a lot of people coming in and if you, uh and then the same is valid for academics, not that they wouldn't find a professorship in Germany, but if you uh have an open position for a professor that TRADITIONALLY the applicants are the German speaking countries, not ONLY, depends on the on the uh studies and on the curriculum and all that. But there is a BIG number of German professors applying so and, so if you TRY to have a fair process, it's it's, uh, pretty clear that if you have 10 times as many Germans as Austrians that there are many Germans getting getting chairs and getting professorships and getting positions in Austrian academia, which I I think is quite good.

But it's not because we would prefer the Germans, few Austrians would ((laughing)). It's a language thing. It's it's the university system is is quite similar as well. So it's, it's both. It's a familiarity with the system, but it's also a language thing which makes many Germans come to Austria and actually, uh uh, a situation of the universities in Austria. I understand this better financial position of universities in Austria is BETTER than the ones in Germany. The position for professors is better, and even even salaries are higher than in Germany.

Researcher

Hmm. OK. And how about your [redacted identifying information] members? So you said [#] have relations to Germany or are based in Germany or something.

[P2]

[Redacted identifying information]

Researcher

Okay, and is that a similar reason then to what you've just explained with professors that you you would CHOOSE to have so many Germans [redacted identifying information]?

[P2]

I I don't know. I don't know. I don't know. [Redacted identifying information].

I mean, one one reason is also maybe that [case study university] is [redacted identifying information].

Researcher

OK. Right. You don't happen to know why the BMBWF would COMPILE um um the data separately for German appointments?

[P2]

No, no, I actually, I, I I didn't know that, you're you're telling ((laughing))

Researcher

((laughing)) I I was just curious because it comes I guess from the Wissensbilanz for the university, but yeah.

[P2]

There's a big discussion for the students because studying in Austria is free, so you don't pay tuition fees and all that, and there's a discussion going on in that WE educate, for example, German physicist uh physicians, so German doctors, we, we educate them on our at our cost and then we send back to end the money in Germany and there's a big discussion going around, that can have to do something with that. But I don't know, I really don't know.

Researcher

Yeah. OK. So the [governance body] approves or, sorry, I wanted to ask as well. Do you notice a difference in perspectives or priorities between [governance body] members [redacted identifying information] and [governance body] members [redacted identifying information]? Or is it?

[P2]

Yeah, yeah, actually, uh. If I'm too long with the answer, just stop me. But it's also an interesting question actually. In the current [governance body], NO. I believe from what I have heard [redacted identifying information]. Umm. Uh I think it may have been in the former [governance body], but this is regard this [governance body] from what I hear from others, [redacted identifying information]? ((laughing)) Uh and so they they ALL all smart and good people in there. And I I could NOT see, I REALLY believe everyone's work is is playing his role in the best interest of the university and like, you would NOT, if you join a meeting you would NOT identify [redacted identifying information].

Researcher

OK, great. Yeah. And previously you heard ((laughing))

[P2]

I I've only heard stories. I think previously the the [governance body] did not take such an active role as we do now in, you know, in the governance of of the university because they were, they were more, their self identification was a little more than, uh, a [redacted identifying information]. And they [redacted identifying information] but they did not they did not take SUCH an active role in in trying to really play, how, how, how do you say that in in trying to um GIVE the university a direction, a certain direction, right? So we we we [redacted identifying information], for example.

Researcher

So they were more kind of [redacted identifying information] than actively trying to contribute something.

[P2]

Yes, that's that's how I, from what I hear, yeah.

Researcher

OK, so the [governance body] [redacted identifying information] and when I was looking at the development plans, I noticed that there's been an increasing kind of visibility of English in those plans. So whereas before maybe they referred to a teaching in a foreign language, NOW it's been replaced, for example, with the word English and there's, you know, the master’s are now indicated through asterisks. And there's this big push that doctoral schools will be teaching in English, although from what I hear, they're ALREADY teaching in English anyway, but it's being, you know, PRESENTED in in this way in the development plans.

So I was wondering, do you know if English language programs hold some currency in negotiations for funds with the BMBWF, because it's not um when I look at the performance agreement or when when I look at the NATIONAL development plans BY the BMBWF, I DON'T see any focus on ENGLISH. But in the the UNIVERSITY development plans, there's a clear kind of MARKETING of of English, it's it's seen in a positive way or or very focused within the development plans. So I'm wondering, do you know if if if this would hold some currency in negotiations that you HAVE English language programs?

[P2]

Yeah. I I I think we don't have a particular focus on English language programs in the university [governance body] uh, as does not have the university itself, I guess, for purposes of just having them in English. I think that results from the strategy, and and what is the strategy, I mean, apart from the ground from the 'Entwicklungsplan', from the development plan, the MINISTER said that he wants at least TWO in the Austrian universities amongst the top 100 in the in the FT ranking, right, which I think is still not VERY ambitious, but anyway we support it obviously. And if you know if you if you wanna position a university in the international community, academic community, first many of the publications are in English, is, except in special studies like uh, German studies or or Austrian history, whatever. But in in MOST disciplines you have MOST of the literature in English. Uh, if you want to get up in the rankings and get international visibilities in the university, you HAVE to be attractive for international students.

If you are a NON English speaking country, I mean maybe Spanish could uh would have, uh, a big enough native speaker base, but that's the only only other language MAYBE and they are not as strong in academics. So if you wanna attract students you have to offer studies in English. I think that's pretty clear. And if you have to offer studies in English, and if you if you attract international students, I think you become also attractive for TEACHERS, international TEACHERS. Uh, and so if they don't speak German, the only language, uh you would offer is English, and English, English is the lingua franca in academics in, I think EVERY discipline maybe except Latin and Greek studies, I don't know ((laughing)), but, so I I think that's just a a result of the internationalization of universities, STARTING in Europe, maybe with the with the Bologna process where you had the the alignment of of studies and curricula, and made it easier with Erasmus and other kinds of things to exchange students and and and accept cross border the the certifications and the degrees and all that kind of things. I think that BOOSTED it. That was a catalyst for for that situation, but if you wanna play, and that's part of our strategy that we we want to play an international role, I think offering English in DOCTORAL schools, I think that's pretty clear in master studies, it's clear in undergraduate it's NOT as common yet, and NOT as important because they're mass universities, you have too many students, but they ARE already a few studies in undergraduates offered as as in in English as the teaching language, so I think that's a development that will, uh, maybe even even increase in speed so.

Researcher

Okay I'm I'm interested in what you're saying because um a couple of people I've spoken to have, seemed to think that by law the undergraduate degrees need to be in German, but I haven't found any reference to this in the UG2002.

[P2]

It's NOT true, it's it's simply, it's simply not true, they they, it's not true. It's dangerous to say it's not true. I think universities HAVE to offer uh studies in German because it's our our official language, but that doesn't prevent, so you could not offer ONLY English in in a, in a, in a a public university in a governmental university, you could not only offer studies, ONLY English studies, but nothing prevents you from offering study curricula in English only, well, which exists, we we DO have-

Researcher

For for the under- for the BA, yeah.

[P2]

For BA, we, we have that. Yeah, we already have that in in [university name] and I BELIEVE we have that also in in OUR university, I'm not sure actually.

Researcher

Well, in a in the [case study university], I've only found [#] and that was relevant to English language anyway, so it was, I think, something to do with [subject area] or something like that, so.

[P2]

The [university name] is offering uh, an undergraduate study in English.

Researcher

In the [case study university]?

[P2]

No, in the [university name].

Researcher

Ohh, I see. Oh, I see. Right, um that's the that, that's a separate.

[P2]

I'm not sure if WE do. Yeah.

Researcher

Yeah, there was that. There's [#] like I said, but that was relevant to the English language ANYWAY. I mean, would maybe they have had to get special permission, but that would maybe have been internally, no?

[P2]

No, I don't. I don't think so. I think you can, I my I I think you cannot only offer offer ONLY studies in English if you're a public university. Uh, actually, which is which is not true, either, because we have [university name] here, which ONLY offers English. It isn't, it's, it's a recognition recognized university, but it's not a not a state owned university, not a a-

Researcher

Yeah, that, that's why, yeah, I was wondering about that because that's basically that they've got their campus in [city name], but they're from, is it [country]?

[P2]

Yeah, they moved from [country], but I think the, I think their LICENSE is American, I'm not sure.

Researcher

OK. So yeah, it's probably under a different legal framework perhaps. OK, I'm, I'm, I'm coming from the outside because I've ONLY been looking at documents, so I um have so many gaps about how the process works.

[P2]

No. What? What? What, what? What? May I ask? Sorry. May I ask what your what you will be writing or what your study is about?

Researcher

Ohh, I'm sorry, I should have clarified more before we're we're looking um, the forms I I thought I had sent you and I will send again after this, we're looking at how English is becoming increasingly used as the medium of instruction, so as the language of an academic program in different countries in Europe. So we started with the Netherlands because they were early implementers of the English language. And I'm looking at Austria. We we've also got people that will be looking at Spain and possibly Italy, possibly also Romania. I'm I'm not sure at the moment, but we're looking at this in relation to educational reform. So how, so in the case of, and and governance, which is why we want, we want to discuss how this works together.

And and yes, so obviously in the case of Austria, the University Act of 2002 is really important. And then the University Act of 2002 sets up the governance structures as a requirement. And so I'm trying to gain a grasp of how that governance actually works also, and and like you say, how it works with respect to internationalization and um the increase of these English language programs.

[P2]

Yeah, yeah.

Researcher

[Redacted identifying information]

Do you still have time? Because I I realized in our initial e-mail I said.

[P2]

Nodding

Researcher

Are you sure?

[P2]

But I have another 20 minutes. Yeah.

Researcher

OK, that's brilliant. So I'm when I look at the development plan as a steering instrument, and but there's also this new funding formula, isn't there that came into being in 2018 or 2017 to 18. And so there's like, it says on the university documents, nearly one third is based on teaching and the number of active students and a third for research and a third for other things, roughly. So I'm wondering, because you need to have this university development plan that needs to kind of align with the the the 'Systemziele' of the National Development plan, don't you, of their BMBWF. And and then through negotiations, you got to a performance agreement, yeah?

[P2]

((Nodding))

Researcher

And I'm just wondering how does that work together with the funding formula? Because there IS this funding formula. So is it just that it it informs the TOTAL amount? And then it is broken up into the thirds. Or do you do you know, how does the process work? How do they work together?

[P2]

Yeah ((laughing))

Researcher

Sorry, it's probably a difficult question.

[P2]

We can't, we can't solve that in 20 minutes ((laughing))

Researcher

Oh, sorry. Sorry. ((laughing))

[P2]

For the governance of the as you said, our our, our University Act of 2000, it's a better law than the than the one before. But it's still it's not a good law still because the governance of Austrian universities, governance structure is is pretty bad. Uh, because with the three governing bodies, with the senate, the rectorate and the university council, it's a BALANCE of power. But if you look at the process, how the rector is elected and reelected, uh, it's very hard for for a person who wants to change THINGS to uh push change through in the system, because if you are not kind to everyone, they will just not reelect you, right? So if it's hard if if, if if employees elect this year ((laughing)) or have a have a VERY significant role in electing this year, and I talked to the to the President of not not the President to the head of the university council of of [name of UK university], where my [personal relation] studied at [name of UK university] actually. And we had a nice conversation and he told me how they elected the rector and how they found their their their president and how they how they are able to to work and I looked at the statute and everything of [name of UK university] and this is HEAVEN for someone who works in the Austrian system. The Austrian law is a is a compromise of TOO many interests, right?

Researcher

OK. Yeah.

[P2]

Uh, you have uh the Mittel- nontenured staff. You have the students playing a role. You have the Workers’ Council playing a role. You have the professors playing a role. And then you have the GOVERNMENT playing a role and you have the MINISTRY playing a role. But the university is independent. THIS does not work very well. It works better than before 2000, which was a nightmare, and universities were basically ungovernable and um you couldn't control ANYTHING there. But it it's still FAR from perfect, right? And I I personally believe the the UK system is better.

Anyway, now for the FUNDING. Uh, what the, once the this law was in place enough years to see that it works, more or less well, but it works. Universities, like every, every uh organization want to grow and want to want to enlarge their footprint in in society, let's call it that way, and for that where once money starts getting tight, uh, EVERY organization says first thing they say we need more money. No one says where could we save money? Where? How could we structure ourselves to to be MORE efficient, to be better. So universities always call for money and so they got more money. But then money became tighter and tighter, and government became smarter and smarter. And they said OK, universities are independent, but still the money comes from the public.

Researcher

Hmhm.

[P2]

So the universities are ACCOUNTABLE to the public for HOW they spend the money. And we, we just don't fill in money when they call, we want SOME structures which give us comfort that the money is used effectively and efficiently. And then the NEW funding for the new funding decree came in place with the, which I think actually that that's that's one of the smart things that were one[?] done in the last 10 years. So you have those three pillars you said teaching, research, and infrastructure and universities have uh KPIs, they have key performance indicators alongside they're measured and money is either increased or they get less money if they don't reach some of the targets. For example, one important figure to just pick one is the number of, what do they call it in English, 'prüfungsaktive Studenten', the English term would be the number of-

Researcher

Active students ((nodding))

[P2]

Students doing exams, right? Which may sound here uh may may sound interesting to you, because how how would students not not take exams, right? I mean [?] that was a curriculum super strict and that was it; but in Austria, it's different. So we have [#] students, but we only have [#] which are active actively taking exams. What does that mean? When is the student taking actively exams when they do uh 16 credit I, I think it's 16 credits over 2 semesters or something like that, yeah, which is NOT a lot right. You don't have to be a pretty good student to do that, but we have MANY people uh registered in universities which are not really studying. And THIS consumes lots of resources obviously, because you have to have the rooms for a certain number of people, you have to have teachers blah blah blah. So ministry said OK uh, WE measure how many students are active actively studying and universities get that as a performance indicator, and if they reach that, they get what what was planned. If they have MORE than that, they get a little more. If if they DON'T reach the number of active studies, then the money is not used efficiently and we take some money off.

Researcher

Umm, so is there a delay of three years then before you get the money? So how how how.

[P2]

No, we we have the money. The money flows regularly on a monthly basis, but the but the budgets are based on the three year budget, yeah.

Researcher

So it's three years behind based on evidence, current evidence or?

[P2]

No, actually, it's uh. We, we have the the active students we have in 2000 we had in 2021 will drive the adjustment for the budget in 2023, I guess, because we are in 22. So readjustments are done annually right. But uh, so there is a there is an incentive to get RID of of students who don't study and and actively manage the ones that DO study to get more efficiency in the system. And there's an infrastructure is basically that the fixed cost that's that's nothing and and research is is the results in research which is always difficult to measure, but TEACHING is the real big thing in in a MASS university like we are because that consumes lots of cost, right?

Uh, so this this system is, I think, from the idea good. Can it be improved? Yes, it can be improved, but it starts working.

Researcher

Can I? Can I ask? I'm sorry, if if you have this system that's based on a formula, WHY do you need a development plan and a national development plan? That's that's what my question is, how do they fit together? Is it just ideologically that they need to be in alignment?

[P2]

No, the development plan is a strategy. How how we can develop over over many years we want which which KIND of studies we wanna force and not force and all that kinds of things and the the budgets and the three year plans and and and the money flow is really based on making that development plan operation for the next three years. So that that's that's broken down into annual slices. And so if if we say we wanna grow too, I don't know it depends on the budget we get, but there there is a global budget for universities, right and you get your share, but and and the the KPI's only adjust the budget if you don't reach your targets or over over achieve the targets, but it's not it's it's not responsible for 100% of your budget right.

Researcher

OK, so do. But not every university gets the same amount, do they? Or?

[P2]

No

Researcher

Because you said there's a global budget, so that that's based on for your.

[P2]

No there is a global budget in the in the state budget for, but that's broken down and that's a lot of of planning exercise and and consolidation of the individual university plans. But yeah if if we said now we want [#] active students, there won't be money for that, right, but it it's based back actually on the past. So we say we have [#] active students and the ministry says, OK. You gotta maintain that if not, you lose money. And if you get [#], that's fine you get the money, but there is not money for [#]. So there is there is limitations in all kinds of dimensions.

It's really a a fine tuning it. What they want to avoid with the funding is that nobody cares how many students finish their studies, but you still get all the money. That's that's the point.

Researcher

Yeah, I'm, I'm sorry, it's probably just me, but I kind of still find it hard to understand when you've got a formula that you kind of allows you to arrive at a calculation how the um how the development plan and that work together if you get my drift? So is it a case that the global budget is based on the development plan and then it's calculated?

[P2]

The development plan does nothing have to do with the budget. Nothing. Nothing. It's a strategy. It's a strategy where we wanna, we wanna offer, I don't know, we we wanna, we wanna have nine uh clusters for interdisciplinary multidisciplinary studies. We want to have, we wanna be famous in, I don't know again [subject area] or whatever, right, it's just strategy. But then how it's broken down into budget is is really based on the past and what the plan the tactics to the strategy that the SHORT term strategy of the university is to reach the long term development plan and that that determines the budget, yeah.

Researcher  
So it's just something that by law, by the University Act 2002 that you're required to do basically and then and.

[P2]  
The KPI's just adjust, it's like a bonus if you earn a bonus as an employee, yeah. You have your fixed income, but then if you reach some targets, you get a bonus, or you get punished by less funds, right. That that's the whole thing.

Researcher  
OK, thanks. So I realize we're running out of time as I'm trying to think. What are the most important questions to ask you?

I mean, you've already answered some of what I would have asked in terms of internationalization. I guess um can I ask so now with the since 2018, the BMBWF has to create and publish these NATIONAL development plans and you're ALIGNING with these in your development plans for the university. And they've also said that it's that there's this 'Gegenstromprinzip', so like a counter current principle. Have you come across that term?

[P2]  
[Redacted identifying information], so.

Researcher  
No, I was just curious because I'm I'm wondering if it's basically implying the federal government that there's a kind of movement between institution and government in terms of development PLANS, but it's not something you're aware of?

[P2]  
That that's an bureaucrat term for just how how that is done. So you give it to them, they submit what they can do or not, and so it it's just the feedback loop to get to the final.

Researcher  
OK. So you wouldn't make too much about it ((laughing)). Um do you think there's any challenges to um, so I mean you talked about internationalization and uh being a driver of English language programs, basically. Do you think there are any CHALLENGES that this presents?

[P2]  
Absolutely. I think, well, not particularly the English programs that uh, but the challenge is that we money gets TIGHTER all the time, so universities really have to think where they allocate the money they have, and we have the mass universities, we have to accept basically EVERYONE as a student.

There are means to limit the number of students in certain uh disciplines, but anyway it's it's VERY different than in the UK, right? So we have LOTS of students which cost a LOT of money to the system, and it's very hard to maintain QUALITY in the universities when you have to accept everyone, right? So universities will have to think about WHEN the money gets tight, when WHEN they run out of money uh, which if you look at the crises around the world, it's it's likely that that they don't give us much more money from the government. So you have to think where you wanna focus and which things you wanna get RID of just in case, you need a Plan B. And I think that's not represented well enough yet in the in the development plan, and we had some discussions about that and I'm pushing that always. I say growth is fine, everyone wants to grow but you need to have a plan when when when times get tough, you need a plan what you shut down and what you don't do, right?

So focusing is important and I think if if IF a university like we do wants to play an international role and has a strategy to be VISIBLE in international rankings, I think the path would go MUCH more into offering international studies, attract international students and and academics. And so there will be some reallocation of budgets to from from traditional things in NATIVE language to to a higher percentage of English studies.

Researcher  
And umm, do you see that as a problem or?

[P2]  
Well, it always as everything, it depends on your point of VIEW. I think it's fine, I think it's great because it would improve quality and I think internationalization is ESPECIALLY in academics uh it's important and sciences, it's important. You can't be on on, on an ISLAND doing just your own things. So I think it's a great thing and and it will improve quality I think for I think it's a problem it's causing a problem in Austria but likely also in Germany or in in other countries which are uh, uh, not so multilingual, let's put it that way. It WILL cause a problem to a lot of not only OLD staff, but also young, young academics who are maybe not that proficient in English, who don't wanna teach in English, who who are uh who are NOT driven by international uh visibility and especially in studies who are more local studies like, I mean we we have the case in with our lawyers right uh there are two aspects of law basically the local law which is locally everywhere and that's what people learn first. But international law international, commercial law, international criminal law and all that, those things get more IMPORTANT and so that's two very different fields, and if you study national law, you may be a good lawyer here, but it may also your reputation difference, there may be a reputation difference in having JUST the local law degree or a local law degree plus an LLM which you see many, many of the lawyers here now have a a local law degree plus an LLM from a UK or a US University. And I think that will cause a problem for some people uh which can swim with the stream as we would say in German now ((laughing)), right? So [?] in the big way but now that differentiates again into a NEW level of of uh not only academics, but also professionals, and that will cause a big problem, and ALSO with students there will be students who don't have the command of English, which is uh good enough to to study in English uh, who will feel as second class students, maybe. I think there's a danger. I I don't SEE that now because the number of English degrees is is small enough. But I I think there's a DANGER that reception with students, but also the reception in the COMMUNITIES, oh we get anglicisms, everything is angl- now everything is English. OUR language is German. So I think that's a process that has to be managed very carefully. I think it's important I think it's unavoidable, but it will cause tensions in one or the other place.

Researcher  
Right. And do you see this in the immediate future happening or it's kind of?

[P2]  
Well, no. I I think that's a long process and and to set up new studies and doctoral schools in English and all that kind of things, that's a multi year process. And what I see with the YOUNG people coming in, uh they they study MUCH more abroad than we did in our ages. They they are much more internationally focused. I think there's a generation coming up which for, for, for that generation it MAY be normal, but not for everyone in that generation. So I I think it will split a little bit the the the young people.

Researcher  
And obviously it's a complex problem that you envisage, but do you have any ideas of how that might be DEALT with or alleviated or?

[P2]  
Well, it's I think if you just break it down to Austria again and that's something particular here, the question it comes down at the end is, ONE of the questions it comes down at the end is ((laughing)), what's the PURPOSE of studying at the end and what do you study to get a degree and have studied, or do you want to be the best, right? I I'm not sure if I can explain myself here, but uh, there is a BIG difference in the approach in US and UK universities, who are always have HIGH tuition fees and you you go to the TOP universities because you want to be in the ELITE. There's a much more of ELITE thinking. You can say that's good or bad, but anyway that's that's the case, right? And in Austria have a very, like, in Germany actually, you have a very, I wouldn't call it socialist ((laughing)), but a very, very NON elite thinking. So everyone has to be able to study, everyone has to have a degree, it doesn't matter if you are best. We have, we have the discussions about the rankings in in the [case study university]. I mean, I was really SHOCKED when I heard MANY and PROMINENT of professors saying: "We don't care about the ranking. We are doing great work, and we don't care if we're top 100 or 200". I said how can you NOT care about it?! So, it's really different mindset, right? ((laughing)) And I think that's that's that's clashing together and I don't know how that will work in the next years, but that's a process.

Researcher  
Do you think that's an ongoing kind of effect of the 1975 educational reform [?]?

[P2]  
((laughs)) Also that's many factors coming into that, but it's also a cultural thing I think.

Researcher  
OK.

[P2]  
It's also cultural so.

Researcher  
OK. Thanks so much for your time. This has been incredibly interesting.